

# LESSON PLAN

Student:	Lesson #98
Length: 45-60 minutes	Date:
Instructor:	Time:
Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills and the scope and sequence that it follows were created by the Dyslexia Training Institute. The pictures come from pixabay.com.	

## Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	Notes
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	
Phonemic Awareness Drill – 3 minutes	
Equipment: coloured tiles Words: groom, room, boom, boo, bo, be, beat, bet	
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which student is currently working written on index cards consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z single grapheme vowels: a,e,i,o,u,y begin. consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp exceptions to closed syllable rule: all, ang, ank, ing, ank, ing, ink, old, ild, ind consonant digraphs: ch, sh, ph, wh, th other: tch, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que vowel teams (also known as vowel digraphs): ai, ay, ee, ey, oa, oe, ow, ue, ie vowel diphthongs: au, aw, oi, oy, oo, ou, ow, ie	<i>After</i> this lesson, add 'ew' card to card pack
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

## Section 2: New Content and Reading

Blending Drill and Syllable Card Drill – 2 minutes	
Blending Drill Equipment: letter cards pie, tie, lie, lief, rief, grief, brief, rief, rie, ride, tride, stride	

Syllable Card Drill Equipment: index cards

1. Put all syllables on index cards. Place the cards in two columns with “Syllable #1” cards in first column and “Syllable #2” cards in the second column.

saw	gust
Au	dust
as	tound
tow	count
dis	el

2. Complete, the drill by asking the student to do the following things:

- read down all the Column #1 words and then read the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (sawdust, August, astound, towel, discount). Ask student to use each word in a sentence

Notes

**Review of Recent Rules and Concepts – 12 minutes**

**Topic: Pounding Syllables**

Equipment: hands

Word List: council, accounting, vowel, mispronounce

Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

**Topic: Syllabication**

Equipment: letter tiles, syllabication worksheet

1. Ask student to work through the syllable division worksheet, giving guidance as needed.

Words: accounting (ac-count-ing), disbelief (dis-be-lief), mispronounce (mis-pro-nounce)

**Topic: Using suffixes with previously learned syllable types**

Materials: suffixes worksheet

Ask student to work on “Adding Suffixes (Endings)” sheet.

**Topic: Review of the second sound of the ‘ou’ vowel diphthong**

Materials: magnetic letter tiles. card sort from Lesson #96

1. Place down letter tiles to spell *ou*. Ask the student to say the two sounds of this vowel diphthong (as in *out* and *you*).

3. Ask the student to tell the sentence that we use to remember when a word is spelled with ‘ou.’ Sentence: Through this route you can get to the youth group. Ask the student to show the picture that they drew to illustrate it.

3. Teacher reads cards with ‘ou’ and ‘oo’ words. Student points to the correct heading for the spelling that is being used. Have student place it under the correct heading.

“oo” words	/ou/ as in <i>you</i>
boo, boom, too, toon, noon	you, youth, group, through, route

**Topic: Review the 'ie' vowel diphthong through card sort**

Materials: index cards

1. Place down letter tiles to spell 'ie.' Ask the student to explain what they know about the 'ie' grapheme. Answer: it can say the long 'i' sound (*pie*) or the long 'e' sound (*brief*).

2. Ask student to do card sort and read words.

'ie' Makes <b>long 'i'</b> sound	'ie' Makes <b>long 'e'</b> sound
die, tie, lie, pie spies, flies, fries, cries, dries	chief, brief, grief, thief, relief, belief, field, shield

4. Ask the student to discuss patterns. When 'ie' makes the long 'e' sound it is often followed by an 'f'. When 'ie' is a vowel team, it ends a word or comes from changing 'y' to 'i' and adding 'es' from open syllable base.

**New Content/New Rule – 5 minutes**

**Topic: Introduction to the 'ew' vowel diphthong**

Materials: letter tiles, index cards

1. Place letter tiles to spell 'ew.' Explain "ew" has two sounds, and they are both unexpected so they are both vowel diphthongs. The sounds are "ew" as in "few" and "ew" as in "new." These sounds are very similar. Have the student say the words and explain the difference in sounds. In "new" the "ew" is making an "oo" sound. In "few" the "ew" is saying the complete long u sound. If you say the letter name "U" you can hear that both sounds are in there.

2. Ask student to do card sort.

"ew" makes long u sound as in "few"	"ew" makes "oo" sound as in "new"
few, pew, view, nephew, cashew	dew, crew, flew, stew, knew, grew, chew, threw

Discuss different meanings of "threw" and "through"

**Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes**

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Words: dew, brew, lie, sky, skies, chief

**Word List – Oral Reading of Isolated Words – 2 minutes**

Word list: chief, grief, brief, lie, dew, crew, flew, stew, knew, grew, chew, brew, threw, few, pew, view, cashew, nephew

**Sentences – Oral Reading of Connected Text – 2 minutes**

"Ace Flew" story

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: few, grew, cashew, lie, brief	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: dew, crew, chew, threw	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. I threw the stew at you. 2. The pilot flew his plane through pies and fries. 3. I knew that I need to chew a lot when I eat a cashew.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - Sounds of 'au,' 'aw,' 'oi,' 'oy,' 'oo,' 'ou,' 'ow' and 'ew' (and patterns in placement) <u>Homework:</u> Practice sight words (reading and writing)	

<b>saw</b>	<b>gust</b>
<b>Au</b>	<b>dust</b>
<b>as</b>	<b>tound</b>
<b>tow</b>	<b>count</b>
<b>dis</b>	<b>el</b>

**ie**

Makes long 'i' sound

**ie**

Makes long 'e' sound

**die**

**chief**

**tie**

**brief**

**pie**

**grief**

**spies**

**thief**

**flies**

**relief**

**cries**

**belief**

**dries**

**field**

**shield**

**ew**

full long u sound as in “few”

**ew**

as in “new”

**few**

**dew**

**pew**

**crew**

**view**

**flew**

**nephew**

**stew**

**cashew**

**knew**

**grew**

**chew**

**threw**

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD

accounting

disbelief

mispronounce



Scooping Syllables Worksheet

āc cōunt īng

The word 'acounting' is shown with three syllables: 'āc', 'cōunt', and 'īng'. Each syllable is underlined with a black arc. A blue star is placed above the 'o' in 'cōunt'. Below each syllable is a label: 'c' under 'āc', 'vd' under 'cōunt', and 'c' under 'īng'. There are also small black dots under the 'o' and 'i' in 'cōunt' and 'īng' respectively.

c vd c

dīs bē lief

The word 'disbelief' is shown with three syllables: 'dīs', 'bē', and 'lief'. Each syllable is underlined with a black arc. A blue star is placed above the 'e' in 'bē'. Below each syllable is a label: 'c' under 'dīs', 'o' under 'bē', and 'vd' under 'lief'. There are also small black dots under the 'i', 'e', and 'i' in 'dīs', 'bē', and 'lief' respectively.

c o vd

mīs prō nounce

The word 'mispronounce' is shown with three syllables: 'mīs', 'prō', and 'nounce'. Each syllable is underlined with a black arc. A blue star is placed above the 'o' in 'prō'. Below each syllable is a label: 'c\_' under 'mīs', 'o' under 'prō', and 'vd' under 'nounce'. There are also small black dots under the 'i', 'o', and 'o' in 'mīs', 'prō', and 'nounce' respectively.

c\_ o vd

## Adding Suffixes (Endings)

### **Closed Syllable = 1:1:1 rule**

1 syllable word	1 short vowel before the last consonant	only 1 consonant at end	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, y	Answer
test	✓	✗	✓	tested
mess, slip, tap, pup trum				

### **Closed Syllable = 2:1:1 rule**

2 or more syllables in word	1 short vowel in last syllable	Only one consonant at end	Accent is on last syllable	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, ment, y	Answer
visit	✓	✓	✗	✓	visiting
open, regret, begin, admit ilot					

### **Open Syllables: (change the y to an i and add the ending)**

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
do, shy, try na		

**Vowel Consonant Silent e (VCE):**

drop the e on the base and add the suffix if the suffix starts with a vowel

Note: when adding suffix y, you often drop the e, but not always – *dicey, hokey*)

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
like, fake, stripe, rope rike		

**Vowel Teams**

1. Slam on the ending if the last letter in the base is any letter except 'e.'
2. If the last 'e' in the base is an 'e,' then drop the 'e' and add the vowel ending.
3. When adding 'y' to a word that ends in 'ie,' you change the 'ie' to 'y' (to avoid having the letter 'i' occur twice in a row).

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
play, snow, free, soak, tie ree		

**Vowel Diphthongs**

Slam on the ending if the last letter in the base is any letter except 'e'

If the last 'e' in the base is an 'e,' drop the 'e' and add the vowel ending.

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
out, book, good, grief rawl		

When it is a vowel diphthong, 'ie' makes the long e sound. This often happens before 'f.'

<b>chief</b>		<b>grew</b>
<b>grief</b>		<b>chew</b>
<b>brief</b>		<b>brew</b>
<b>lie</b>		<b>threw</b>
<b>dew</b>		<b>few</b>
<b>crew</b>		<b>pew</b>
<b>flew</b>		<b>view</b>
<b>stew</b>		<b>cashew</b>
<b>knew</b>		<b>nephew</b>

# Ace Flew

It was lovely day for flying.

There was not a cloud in the sky.

A pilot named Ace took off in his toy plane.

He flew across the room without incident.

A boy picked him up and tossed him again.

A voice called, "Food fight!"

This time, pies and fries flew as Ace passed.

Flying in a school classroom at lunchtime is not always safe for a pilot.

Ace dodged some stew.

He was not so lucky with a cashew.

The cashew smacked into his wing.

"Mayday! Mayday!" cried Ace. "I've been hit!"

The plane went into a spin. Down, down, it went.

It landed in a pot of cold stew.

Luckily, Ace was a swimmer.

Ace swam to the edge of the pot and pulled himself out.

A boy came to get his toy. "I will fix your plane, Ace," he promised.

The boy stuffed Ace into his pocket and went back to eating his sandwich.

### Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



[“game-figure-1105056\\_1280”](#) by [Onkeltukka](#) is licensed under CC0.

I threw the stew at you.

The pilot flew his plane through pies and fries.

I knew that I need to chew a lot when I eat a cashew.